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ABSTRACT

The purpose of this handbook is to encourage citizenship teachers and tutors to teach in ways that will increase the likelihood that their students will pass citizenship tests and interviews. It provides an overview of the citizenship process and includes activity ideas and a discussion of the elements of good teaching on this subject. This handbook is meant to be a companion to the excellent citizenship textbooks currently available (and listed in the bibliography). It is not a citizenship curriculum, as the listed texts already provide the necessary information to pass the citizenship test and interview. Reports from teachers and tutors reveal that even with the best of texts, students need more practice. The activities presented here are meant to give teachers and tutors ideas for how to encourage and extend practice so that students truly have a chance to master the skills, language, and content of citizenship. The text is filled with numerous charts, illustrations, figures, sample forms, and other resource suggestions and references. A note about confidentiality and legal issues is included, as is an extensive bibliography. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Author/KFT)

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Citizenship: A Guide to Good Teaching

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FL 801400

This project was made possible through Adult Education Act (Section 353, PL 100-297, Amended by PL 102-73) Special Projects and Training Funds administered by Office of Adult Literacy at State Board for Community and Technical Colleges.

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INTRODUCTION

In the last two years, there has been an enormous increase in the number of students requesting and programs offering citizenship classes. Much of this was spurred by suggested and real changes to federal immigration laws in 1996. As programs attempted to meet student needs, many tutors and teachers new to the citizenship process began to teach citizenship classes. During this time, the Training Project at Tacoma Community House began to receive SOS phone calls from teachers and organizations. The results are the Tacoma Community House's Citizenship Teacher Training Workshop presented periodically in the Seattle area and this handbook.

In the process of designing the training and writing this handbook, many organizations and individual teachers helped by sharing their expertise and welcoming observations. Heartfelt thanks go to Tram Vo, Anab Haybe, Bao Ta, and Pavel and Raisa Karyavyy who described their citizenship experiences in great detail on video for us. You'll see some of their transcribed quotes from the video on each title page. Kate Laner deserves thanks for her review of legal aspects of the citizenship process for this handbook. Thanks, too, to the group of committed folks who work in the citizenship arena, teaching or coordinating citizenship efforts, who meet regularly to discuss challenges, share ideas, and blaze a path toward better citizenship services. They include: Chris Conley, Maureen Feeney, Emi Kilburg, Joan Stamm, Terry Light, Emily Wong, and Shash Woods. Shash, Maureen, Emi, Joan, Vinh Mai, and Diane Bruckner also shared their students' dictation sentences and experiences. And Emi, along with Kris Bartlett, Verna Ness, Jack Dirks, Akemi Fujimoto, Lili Catalan, and Wes and Bernie Denison, provided examples of great teaching moments which are included, either directly or indirectly, in this handbook. Additionally, this handbook is better than its first draft thanks to the flexibility, creativity, good-humor, and commitment to quality of Marilyn Bentson, Amy Diehr, and Jamie Treat.

All of these people shared their knowledge, expertise, and experience with us and their colleagues and we have all benefited. It is hoped that this handbook will be part of the ongoing discussion on citizenship teaching and that in the process, all of our citizenship students will be the ones to benefit.

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PURPOSE OF HANDBOOK

The purpose of this handbook is to encourage citizenship teachers and tutors to teach in ways that will increase the likelihood that their students will pass the citizenship test and interview. It provides an overview of the citizenship process and includes activity ideas and a discussion of the elements of good teaching.

The handbook is meant to be a companion to the excellent citizenship texts currently available (and listed in the bibliography). It is not a citizenship curriculum, as the books in the bibliography already contain the subject information necessary for the citizenship test and interview. However, reports from teachers and tutors tell us that even with the best of texts, students need more practice. The activities presented here are meant to give teachers and tutors ideas for how to encourage and extend practice so that students truly have a chance to master the skills, language, and content of citizenship.

THE CITIZENSHIP PROCESS

"One day I go early to INS...I felt a little scared. I waited for more than one hour. One person called my name. Before I sit down in front of him I swear I will talk, tell the truth about everything."

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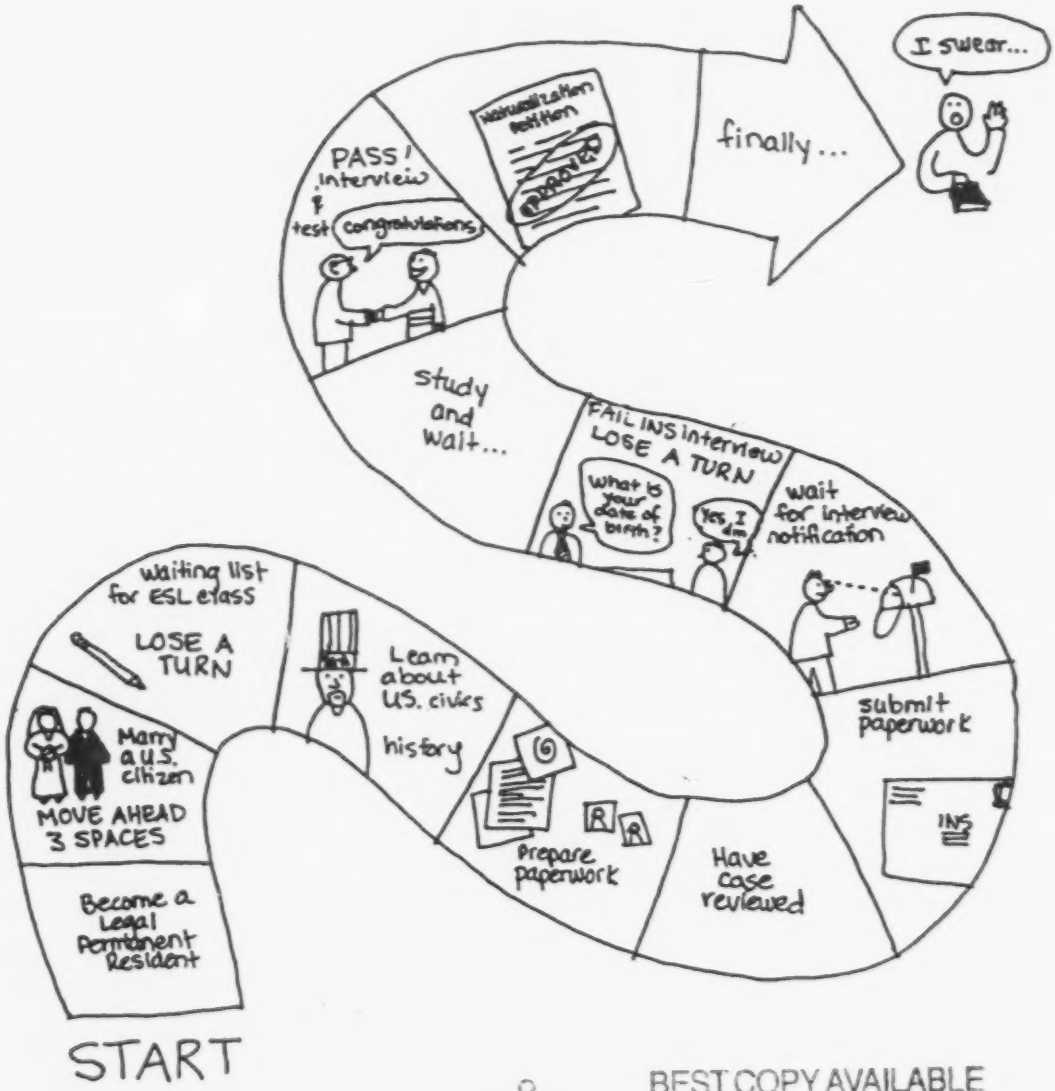
THE CITIZENSHIP PROCESS

The Road to Citizenship

The road to citizenship, on the following page, requires patience and exactitude. Applying for naturalization involves deportation risks, even for Legal Permanent Residents, so all applicants should seek legal advice before applying for naturalization with the INS. If questions arise later in the process (and in your class) don't hesitate to refer a student to a legal service or counselor.



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Prepare for INS interview and citizenship exam: ESL / citizenship classes; home study

--->

Take Written Test

Meet Eligibility Requirements

- ☐ Legal Permanent Resident (green card) for 5 years, 3 years if married to an American citizen; physically present in U.S. at least ½ of that time, and not out of the country for too long in any single absence (those with absences of 6 months or more should seek legal assistance.) Refugees count from date of arrival; asylees from one year before approval of LPR.
- ☐ 18+ years of age
- ☐ "Good moral character"
- ☐ Minimum 3 months residency in state of naturalization filing
- ☐ Ability to speak, read, and write basic English; see reverse side for details
- ☐ Knowledge of US history and government; see reverse side for details

Obtain and Complete Necessary Forms

- ☐ Petition for Naturalization (N-400)
- ☐ Naturalization Interview Form (2 copies); fill out top part only
- ☐ Copy of Permanent Resident Alien card, both sides
- ☐ Two color photos (sample on M-378); write name, date of birth, and alien # in pencil on back of each.

Naturalization forms can be obtained by calling the INS Forms Request Line (1-800-870-3676).

Have Case Reviewed

Applying for naturalization involves deportation risks, even for Legal Permanent Residents. ALL APPLICANTS SHOULD SEEK LEGAL ADVICE BEFORE APPLYING FOR NATURALIZATION WITH THE INS. Limited legal assistance and a list of legal resources in the community is available from Northwest Immigrant Rights Project (1-800-445-5771).

Submit Paperwork to INS

Include a personal check or money order in the amount of $95.00 payable to Immigration and Naturalization Service.

Fingerprint Appointment

After the application is submitted, the INS will notify applicants by mail of a date and place to appear to have their fingerprints taken.

Receive Interview Notification

After the applicant has appointment for fingerprints, the INS will send written notification of the date and time of the naturalization interview. This may take 4-6 months or longer from the date that the application is initially submitted, due to the large number of applicants.

Interview (with Civics Test)

Interviews take place at the INS office with an Immigration Interviewer. Applicants will be tested on English, unless they qualify for an exception, and on their knowledge of US history and government, unless they have already taken the written exam or qualify for a disability-based exception. See reverse side for details.

Naturalization Petition Approved

It is currently taking approximately 7 - 10 months or longer for cases to be reviewed by the INS in Seattle. The INS submits fingerprint forms to the FBI, and this process takes up to 6 months and causes delays in many cases.

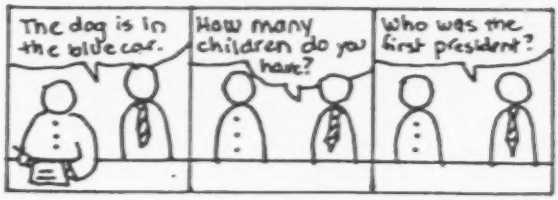
Swearing-In Ceremony

Applicants take oath of loyalty to the U.S. This may be done on the same day applicants pass the INS test and interview, but may be up to 6 months later. REMEMBER: Applicants are not U.S. citizens until they have taken this oath.

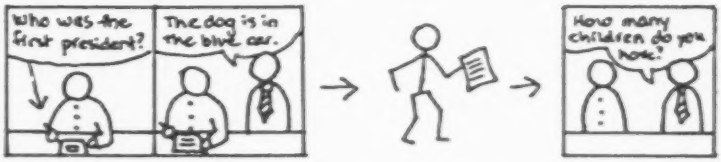
The Civics Exam and Naturalization Interview Process

Applicants for Naturalization are required to demonstrate a knowledge of U.S. history, government, and citizenship as well as demonstrate skill in oral and written English. English skill is tested through (1) a dictation, as well as during the interview process itself, where applicants must be able to (2) follow the interviewers' commands (e.g. "Please sit down" and "Raise your right hand"), and (3) answer questions from the N-400. Applicants can choose to take a written or oral civics exam. See below for exceptions.

ORAL: The oral civics exam, dictation, and interview all take place at the same time at INS.



WRITTEN: A standardized written multiple choice exam ($26-$31) can be taken along with dictation in advance at *INS approved testing sites** Applicants who pass will be given a certificate to take to the interview at INS later.



ENGLISH EXCEPTIONS

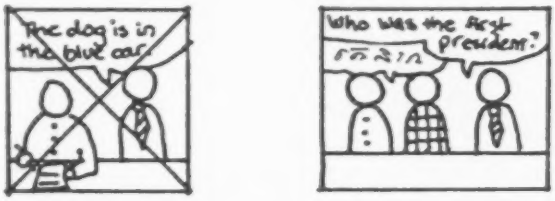
Age 55+ with 15+ years
as Legal Permanent Resident in the U.S.

Age 50+ with 20+ years
as Legal Permanent Resident in the U.S.

SIMPLIFIED CIVICS EXAM

Age 65+ with 20+ years
as Legal Permanent Resident in the U.S.

ORAL: No English requirement or dictation. Must take oral civics exam but can take in native language. Must bring own interpreter (cannot be family member) for exam / interview.



Medical
Some applicants with permanent medically determinable developmental or mental / physical disabilities may be granted an exemption from the civics exam and English requirement by the INS based on a physician's statement; must submit form N-648-medical certification.

Questions to Study	Must Answer Correctly	Recommended Preparation	If Don't Pass
100 INS questions	10 - 12 out of 16 - 20	**what to prepare for:** • civics exam • dictation • interview (common English and N-400 questions) • oath **how to prepare:** CLASSES - *list of statewide providers* * • English as a Second Language classes (ESL) • civics classes taught in English or native language HOME STUDY **materials available:** • *100 INS questions and answers* * (English and 7 other languages)	INS should give you another interview within 90 days new application required after 2 attempts
based on each test site's curriculum, not necessarily taken from 100 INS questions	12+ out of 20		can be retaken once without an additional fee

100 INS questions	10 - 12 out of 16 - 20	**how to prepare:** CLASSES - *list of statewide providers* * • civics classes taught bilingually or in native language HOME STUDY **materials available:** • *25 simplified INS questions and answers* * (English and five other languages) • bilingual citizenship videos at Seattle Public Library	given another interview within 90 days
25 simplified INS questions	6 out of 10		

* materials available from:

NW Immigrant Rights Project
909 8th Avenue; Suite 100
Seattle, WA 98104
1-800-445-5771

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Information developed in consultation with NW Immigrant Rights Project and is accurate as of February 1998. Information subject to change.

The N-400

The N-400 is the INS application for naturalization form that prospective citizens must submit to INS to start consideration of their request for citizenship. Applicants can receive help completing the form and again, it is recommended that applicants seek legal advice before they submit this form to INS, as application for naturalization involves deportation risks, even for Legal Permanent Residents. Note that while some of the questions cover basic personal information ("What's your name? address?"), others are much more dense ("Have you ever been a habitual drunkard?" or "Have you ever been a prostitute or procured anyone for prostitution?"). Citizenship students will need to understand the concepts and vocabulary found in these questions because they may be asked to explain their answers during the interview.

INSTRUCTIONS

Purpose of This Form.
This form is for use to apply to become a naturalized citizen of the United States.

Who May File.
You may apply for naturalization if:

- you have been a lawful permanent resident for five years;
- you have been a lawful permanent resident for three years, have been married to a United States citizen for those three years, and continue to be married to that U.S. citizen;
- you are the lawful permanent resident child of United States citizen parents; or
- you have qualifying military service.

Children under 18 may automatically become citizens when their parents naturalize. You may inquire at your local Service office for further information. If you do not meet the qualifications listed above but believe that you are eligible for naturalization, you may inquire at your local Service office for additional information.

General Instructions.
Please answer all questions by typing or clearly printing in black ink. Indicate that an item is not applicable with "N/A". If an answer is "none," write "none". If you need extra space to answer any item, attach a sheet of paper with your name and your alien registration number (A#), if any, and indicate the number of the item.

Every application must be properly signed and filed with the correct fee. If you are under 18 years of age, your parent or guardian must sign the application.

If you wish to be called for your examination at the same time as another person who is also applying for naturalization, make your request on a separate cover sheet. Be sure to give the name and alien registration number of that person.

Initial Evidence Requirements.
You must file your application with the following evidence:

A copy of your alien registration card.

Photographs. You must submit two color photographs of yourself taken within 30 days of this application. These photos must be glossy, unretouched and unmounted, and have a white background. Dimension of the face should be about 1 inch from chin to top of hair. Face should be 3/4 frontal view of right side with right ear visible. Using pencil or felt pen, lightly print name and A#, if any, on the back of each photo. This requirement may be waived by the Service if you can establish that you are confined because of age or physical infirmity.

Fingerprints. If you are between the ages of 14 and 75, you must submit your fingerprints on Form FD-258. Fill out the form and write your Alien Registration Number in the space marked "Your No. OCA" or "Miscellaneous No. MNU". Take the chart and these instructions to a police station, sheriff's office or an office of this Service, or other reputable person or organization for fingerprinting. (You should contact the police or sheriff's office before going there since some of these offices do not take fingerprints for other government agencies.) You must sign the chart in the presence of the person taking your fingerprints and have that person sign his/her name, title, and the date in the space provided. Do not bend, fold, or crease the fingerprint chart.

U.S. Military Service. If you have ever served in the Armed Forces of the United States at any time, you must submit a completed Form G-325B. If your application is based on your military service you must also submit Form N-426, "Request for Certification of Military or Naval Service."

Application for Child. If this application is for a permanent resident child of U.S. citizen parents, you must also submit copies of the child's birth certificate, the parents' marriage certificate, and evidence of the parents' U.S. citizenship. If the parents are divorced, you must also submit the divorce decree and evidence that the citizen parent has legal custody of the child.

Where to File.
File this application at the local Service office having jurisdiction over your place of residence.

Fee.
The fee for this application is $95.00. The fee must be submitted in the exact amount. It cannot be refunded. **DO NOT MAIL CASH.**

All checks and money orders must be drawn on a bank or other institution located in the United States and must be payable in United States currency. The check or money order should be made payable to the Immigration and Naturalization Service, except that:

- If you live in Guam, and are filing this application in Guam, make your check or money order payable to the "Treasurer, Guam."
- If you live in the Virgin Islands, and are filing this application in the Virgin Islands, make your check or money order payable to the "Commissioner of Finance of the Virgin Islands."

Checks are accepted subject to collection. An uncollected check will render the application and any document issued invalid. A charge of $5.00 will be imposed if a check in payment of a fee is not honored by the bank on which it is drawn.

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U.S. Department of Justice
Immigration and Naturalization Service

OMB #1115-0009
Application for Naturalization

START HERE - Please Type or Print

Part 1. Information about you.

Family Name	Given Name	Middle Initial

U.S. Mailing Address - Care of

Street Number and Name	Apt. #

City	County

State	ZIP Code

Date of Birth (month/day/year)	Country of Birth

Social Security #	A #

Part 2. Basis for Eligibility *(check one)*.

a. ☐ I have been a permanent resident for at least five (5) years

b. ☐ I have been a permanent resident for at least three (3) years and have been married to a United States Citizen for those three years.

c. ☐ I am a permanent resident child of United States citizen parent(s)

d. ☐ I am applying on the basis of qualifying military service in the Armed Forces of the U.S. and have attached completed Forms N-426 and G-325B

e. ☐ Other. (Please specify section of law) _____

Part 3. Additional information about you.

Date you became a permanent resident (month/day/year)	Port admitted with an immigrant visa or INS Office where granted adjustment of status

Citizenship

Name on alien registration card (if different than in Part 1)

Other names used since you became a permanent resident (including maiden name)

Sex	Height	Marital Status	
☐ Male ☐ Female		☐ Single ☐ Married	☐ Divorced ☐ Widowed

Can you speak, read and write English ? ☐No ☐Yes.

Absences from the U.S.:

Have you been absent from the U.S. since becoming a permanent resident? ☐ No ☐Yes

If you answered **"Yes"**, complete the following. Begin with your most recent absence. If you need more room to explain the reason for an absence or to list more trips, continue on separate paper.

Date left U.S.	Date returned	Did absence last 6 months or more?	Destination	Reason for trip
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		
		☐ Yes ☐ No		

Form N-400 (Rev. 07/17/91)N

Continued on back.

FOR INS USE ONLY

Returned	Receipt
Resubmitted	
Reloc Sent	
Reloc Rec'd	
☐ Applicant Interviewed	

At Interview

☐ request naturalization ceremony at court

Remarks

Action

To Be Completed by *Attorney or Representative*, if any

☐ Fill in box if G-28 is attached to represent the applicant

VOLAG#

ATTY State License #

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Part 4. Information about your residences and employment.

A. List your addresses during the last five (5) years or since you became a permanent resident, whichever is less. Begin with your current address. If you need more space, continue on separate paper.

Street Number and Name, City, State, Country, and Zip Code	Dates (month/day/year)	
	From	To

B. List your employers during the last five (5) years. List your present or most recent employer first. If none, write "None". If you need more space, continue on separate paper.

Employer's Name	Employer's Address	Dates Employed (month/day/year)		Occupation/position
	Street Name and Number - City, State and ZIP Code	From	To	

Part 5. Information about your marital history.

A. Total number of times you have been married _____. If you are now married, complete the following regarding your husband or wife.

Family name	Given name	Middle initial

Address

Date of birth (month/day/year)	Country of birth	Citizenship
Social Security#	A# (if applicable)	Immigration status (If not a U.S. citizen)

Naturalization (If applicable)
(month/day/year) Place (City, State)

If you have ever previously been married or if your current spouse has been previously married, please provide the following on separate paper: Name of prior spouse, date of marriage, date marriage ended, how marriage ended and immigration status of prior spouse.

Part 6. Information about your children.

B. Total Number of Children _____. Complete the following information for each of your children. If the child lives with you, state "with me" in the address column; otherwise give city/state/country of child's current residence. If deceased, write "deceased" in the address column. If you need more space, continue on separate paper.

Full name of child	Date of birth	Country of birth	Citizenship	A - Number	Address

Form N-400 (Rev. 07/17/91)N

Continued on next page

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Part 7. Additional eligibility factors.

Please answer each of the following questions. If your answer is **"Yes"**, explain on a separate paper.

1. Are you now, or have you ever been a member of, or in any way connected or associated with the Communist Party, or ever knowingly aided or supported the Communist Party directly, or indirectly through another organization, group or person, or ever advocated, taught, believed in, or knowingly supported or furthered the interests of communism? ☐ Yes ☐ No
2. During the period March 23, 1933 to May 8, 1945, did you serve in, or were you in any way affiliated with, either directly or indirectly, any military unit, paramilitary unit, police unit, self-defense unit, vigilante unit, citizen unit of the Nazi party or SS, government agency or office, extermination camp, concentration camp, prisoner of war camp, prison, labor camp, detention camp or transit camp, under the control or affiliated with:
   a. The Nazi Government of Germany? ☐ Yes ☐ No
   b. Any government in any area occupied by, allied with, or established with the assistance or cooperation of, the Nazi Government of Germany? ☐ Yes ☐ No
3. Have you at any time, anywhere, ever ordered, incited, assisted, or otherwise participated in the persecution of any person because of race, religion, national origin, or political opinion? ☐ Yes ☐ No
4. Have you ever left the United States to avoid being drafted into the U.S. Armed Forces? ☐ Yes ☐ No
5. Have you ever failed to comply with Selective Service laws? ☐ Yes ☐ No
   If you have registered under the Selective Service laws, complete the following information:
   Selective Service Number: _____ Date Registered: _____
   If you registered before 1978, also provide the following:
   Local Board Number: _____ Classification: _____
6. Did you ever apply for exemption from military service because of alienage, conscientious objections or other reasons? ☐ Yes ☐ No
7. Have you ever deserted from the military, air or naval forces of the United States? ☐ Yes ☐ No
8. Since becoming a permanent resident, have you ever failed to file a federal income tax return? ☐ Yes ☐ No
9. Since becoming a permanent resident, have you filed a federal income tax return as a nonresident or failed to file a federal return because you considered yourself to be a nonresident? ☐ Yes ☐ No
10. Are deportation proceedings pending against you, or have you ever been deported, or ordered deported, or have you ever applied for suspension of deportation? ☐ Yes ☐ No
11. Have you ever claimed in writing, or in any way, to be a United States citizen? ☐ Yes ☐ No
12. Have you ever:
   a. been a habitual drunkard? ☐ Yes ☐ No
   b. advocated or practiced polygamy? ☐ Yes ☐ No
   c. been a prostitute or procured anyone for prostitution? ☐ Yes ☐ No
   d. knowingly and for gain helped any alien to enter the U.S. illegally? ☐ Yes ☐ No
   e. been an illicit trafficker in narcotic drugs or marijuana? ☐ Yes ☐ No
   f. received income from illegal gambling? ☐ Yes ☐ No
   g. given false testimony for the purpose of obtaining any immigration benefit? ☐ Yes ☐ No
13. Have you ever been declared legally incompetent or have you ever been confined as a patient in a mental institution? ☐ Yes ☐ No
14. Were you born with, or have you acquired in same way, any title or order of nobility in any foreign State? ☐ Yes ☐ No
15. Have you ever:
   a. knowingly committed any crime for which you have not been arrested? ☐ Yes ☐ No
   b. been arrested, cited, charged, indicted, convicted, fined or imprisoned for breaking or violating any law or ordinance excluding traffic regulations? ☐ Yes ☐ No

(If you answer yes to 15 , in your explanation give the following information for each incident or occurrence the **city**, **state**, and **country**, where the offense took place, the **date** and **nature** of the offense, and the **outcome** or **disposition** of the case).

Part 8. Allegiance to the U.S.

If your answer to any of the following questions is **"NO"**, attach a full explanation:

1. Do you believe in the Constitution and form of government of the U.S.? ☐ Yes ☐ No
2. Are you willing to take the full Oath of Allegiance to the U.S.? (see instructions) ☐ Yes ☐ No
3. If the law requires it, are you willing to bear arms on behalf of the U.S.? ☐ Yes ☐ No
4. If the law requires it, are you willing to perform noncombatant services in the Armed Forces of the U.S.? ☐ Yes ☐ No
5. If the law requires it, are you willing to perform work of national importance under civilian direction? ☐ Yes ☐ No

Part 9. Memberships and organizations.

A. List your present and past membership in or affiliation with every organization, association, fund, foundation, party, club, society, or similar group in the United States or in any other place. Include any military service in this part. If none, write "none". Include the name of organization, location, dates of membership and the nature of the organization. If additional space is needed, use separate paper.

Part 10. Complete only if you checked block " C " in Part 2.

How many of your parents are U.S. citizens? ☐ One ☐ Both (Give the following about one U.S. citizen parent:)

Family Name	Given Name	Middle Name

Address

Basis for citizenship:	Relationship to you (check one):
☐ Birth ☐ Naturalization Cert. No.	☐ natural parent ☐ adoptive parent ☐ parent of child legitimated after birth

If adopted or legitimated after birth, give date of adoption or, legitimation: *(month day year)*_____

Does this parent have legal custody of you? ☐ Yes ☐ No

(Attach a copy of relating evidence to establish that you are the child of this U.S. citizen and evidence of this parent's citizenship.)

Part 11. Signature. *(Read the information on penalties in the instructions before completing this section)*

I certify or, if outside the United States, I swear or affirm, under penalty of perjury under the laws of the United States of America that this application, and the evidence submitted with it, is all true and correct. I authorize the release of any information from my records which the Immigration and Naturalization Service needs to determine eligibility for the benefit I am seeking.

Signature **Date**

Please Note: *If you do not completely fill out this form, or fail to submit required documents listed in the instructions, you may not be found eligible for naturalization and this application may be denied.*

Part 12. Signature of person preparing form if other than above. *(Sign below)*

I declare that I prepared this application at the request of the above person and it is based on all information of which I have knowledge.

Signature **Print Your Name** **Date**

Firm Name
and Address

DO NOT COMPLETE THE FOLLOWING UNTIL INSTRUCTED TO DO SO AT THE INTERVIEW

I swear that I know the contents of this application, and supplemental pages 1 through_____, that the corrections , numbered 1 through_____, were made at my request, and that this amended application, is true to the best of my knowledge and belief.

(Complete and true signature of applicant)

Subscribed and sworn to before me by the applicant.

(Examiner's Signature) *Date*

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Form N-400 (Rev. 07/17/91)N

U.S. GOVERNMENT PRINTING OFFICE : 1997 O - 176-348

Processing Information.
Rejection. Any application that is not signed or is not accompanied by the proper fee will be rejected with a notice that the application is deficient. You may correct the deficiency and resubmit the application. However, an application is not considered properly filed until it is accepted by the Service.

Requests for more information. We may request more information or evidence. We may also request that you submit the originals of any copy. We will return these originals when they are no longer required.

Interview. After you file your application, you will be notified to appear at a Service office to be examined under oath or affirmation. This interview may not be waived. If you are an adult, you must show that you have a knowledge and understanding of the history, principles, and form of government of the United States. There is no exemption from this requirement.

You will also be examined on your ability to read, write, and speak English. If on the date of your examination you are more than 50 years of age and have been a lawful permanent resident for 20 years or more, or you are 55 years of age and have been a lawful permanent resident for at least 15 years, you will be exempt from the English language requirements of the law. If you are exempt, you may take the examination in any language you wish.

Oath of Allegiance. If your application is approved, you will be required to take the following oath of allegiance to the United States in order to become a citizen:

"I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the armed forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God."

If you cannot promise to bear arms or perform noncombatant service because of religious training and belief, you may omit those statements when taking the oath. "Religious training and belief" means a person's belief in relation to a Supreme Being involving duties superior to those arising from any human relation, but does not include essentially political, sociological, or philosophical views or merely a personal moral code.

Oath ceremony. You may choose to have the oath of allegiance administered in a ceremony conducted by the Service or request to be scheduled for an oath ceremony in a court that has jurisdiction over the applicant's place of residence. At the time of your examination you will be asked to elect either form of ceremony. You will become a citizen on the date of the oath ceremony and the Attorney General will issue a Certificate of Naturalization as evidence of United States citizenship.

If you wish to change your name as part of the naturalization process, you will have to take the oath in court.

Penalties.
If you knowingly and willfully falsify or conceal a material fact or submit a false document with this request, we will deny the benefit you are filing for, and may deny any other immigration benefit. In addition, you will face severe penalties provided by law, and may be subject to criminal prosecution.

Privacy Act Notice.
We ask for the information on this form, and associated evidence, to determine if you have established eligibility for the immigration benefit you are filing for. Our legal right to ask for this information is in 8 USC 1439, 1440, 1443, 1445, 1446, and 1452. We may provide this information to other government agencies. Failure to provide this information, and any requested evidence, may delay a final decision or result in denial of your request.

Paperwork Reduction Act Notice.
We try to create forms and instructions that are accurate, can be easily understood, and which impose the least possible burden on you to provide us with information. Often this is difficult because some immigration laws are very complex. Accordingly, the reporting burden for this collection of information is computed as follows: (1) learning about the law and form, 20 minutes; (2) completing the form, 25 minutes; and (3) assembling and filing the application (includes statutory required interview and travel time, after filing of application), 3 hours and 35 minutes, for an estimated average of 4 hours and 20 minutes per response. If you have comments regarding the accuracy of this estimate, or suggestions for making this form simpler, you can write to both the Immigration and Naturalization Service, 425 I Street, N.W., Room 5304, Washington, D.C. 20536; and the Office of Management and Budget, Paperwork Reduction Project, OMB No. 1115-0009, Washington, D.C. 20503.

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100 Questions

In addition to social questions and questions from the N-400, the INS interviewer will ask some questions from the INS list of 100 Questions on U.S. History and Government for the Naturalization Interview. The number of questions asked is at the interviewer's discretion. The questions and answers are listed below.

1.	What are the colors of our flag?	**Red, white, and blue**
2.	How many stars are there in our flag?	**50.**
3.	What color are the stars on our flag?	**white**
4.	What do the stars on the flag mean?	**one for each state in the union**
5.	How many stripes are there in the flag?	**13**
6.	What color are the stripes?	**red and white**
7.	What do the stripes on the flag mean?	**they represent the original 13 states**
8.	How many states are there in the union?	**50**
9.	Why do we celebrate on the Fourth of July?	**Independence Day**
10.	What is the date of Independence Day?	**July 4th**
11.	Independence from whom?	**England**
12.	What country did we fight during the Revolutionary War?	**England**
13.	Who was the first president of the United States?	**George Washington**
14.	Who is the president of the United States today?	**Bill Clinton**
15.	Who is the vice president of the United States today?	**Al Gore**
16.	Who elects the president of the United States?	**the electoral college**
17.	Who becomes president of the United States if the president should die?	**the vice president**
18.	For how long do we elect the president?	**Four years**

19.	What is the Constitution?	**the supreme law of the land**
20.	Can the Constitution be changed?	**yes**
21.	What do we call a change to the Constitution?	**amendments**
22.	How many changes or amendments are there to the Constitution?	**27**
23.	How many branches are there in our government?	**3**
24.	What are the three branches of our government?	**legislative, executive, and judiciary**
25.	What is the legislative branch of our government?	**Congress**
26.	Who makes the federal laws in the United States?	**Congress**
27.	What is Congress?	**The Senate and House of Representatives**
28.	What are the duties of Congress?	**to make laws**
29.	Who elects Congress?	**the people**
30.	How many senators are there in Congress?	**100**
31.	Can you name the two senators from your state?	**(Insert local information)**
32.	For how long do we elect each senator?	**6 years**
33.	How many representatives are there in Congress?	**435**
34.	For how long do we elect the Representatives?	**2 years**
35.	What is the executive branch of our government?	**the president, cabinet, and departments under the cabinet members**
36.	What is the judiciary branch of our government?	**the Supreme Court**
37.	What are the duties of the Supreme Court?	**to interpret laws**
38.	What is the supreme law of the United States?	**The Constitution**

39.	What is the Bill of Rights?	**the first 10 amendments of the Constitution**
40.	What is the capital of your state?	**(insert local information)**
41.	Who is the current governor of your state?	**(insert local information)**
42.	Who becomes president of the U.S. if the president and the vice president should die?	**Speaker of the House of Representatives**
43.	Who is the Chief Justice of the United States?	**William Rehnquist**
44.	Can you name the thirteen original states?	**Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, Maryland**
45.	Who said, "Give me liberty or give me death?"	**Patrick Henry**
46.	Which countries were our enemies during World War II?	**Germany, Italy, Japan**
47.	What is the 49th state added to our Union?	**Alaska**
48.	How many full terms can a president serve?	**2**
49.	Who was Martin Luther King, Jr.?	**a civil rights leader**
50.	Who is the head of your local government?	**(insert local information)**
51.	According to the Constitution, a person must meet certain requirements in order to be eligible to become president. Name one of these requirements.	**must be a natural born citizen of the United States, must be at least 35 years old by the time he / she will serve, must have lived in the United States for at least 14 years**
52.	Why are there 100 senators in the Senate?	**two (2) from each state**
53.	Who nominates judges of the Supreme Court?	**appointed by the president**
54.	How many Supreme Court justices are there?	**nine (9)**
55.	Why did the pilgrims come to America?	**for religious freedom**

56.	What is the head executive of a state government called?	**governor**
57.	What is the head executive of a city government called?	**mayor**
58.	What holiday was celebrated for the first time by the American colonists?	**Thanksgiving**
59.	Who was the main writer of the Declaration of Independence?	**Thomas Jefferson**
60.	When was the Declaration of Independence adopted?	**July 4, 1776**
61.	What is the basic belief of the Declaration of Independence?	**that all men are created equal**
62.	What is the National Anthem of the United States?	**The Star-Spangled Banner**
63.	Who wrote "The Star-Spangled Banner"?	**Francis Scott Key**
64.	Where does freedom of speech come from?	**The Bill of Rights**
65.	What is the minimum voting age in the United States?	**eighteen (18)**
66.	Who signs the bill into law?	**the president**
67.	What is the highest court in the United States?	**The Supreme Court**
68.	Who was the president during the Civil War?	**Abraham Lincoln**
69.	What did The Emancipation Proclamation do?	**freed many slaves**
70.	What special group advises the president?	**the cabinet**
71.	Which president is called the "father of our country?"	**George Washington**
72.	What is the 50th state of the Union?	**Hawaii**
73.	Who helped the pilgrims in America?	**The American Indians (Native Americans)**
74.	What is the name of the ship that brought the pilgrims to America?	**the Mayflower**
75.	What were the thirteen original states of the United States called?	**colonies**

76. Name three rights or freedoms guaranteed by the Bill of Rights.

a) the right of freedom of speech, press, religion, peaceable assembly and requesting change of government

b) the right to bear arms (the right to have weapons or own a gun, though subject to certain regulations)

c) the government may not quarter, or house, soldiers in the people's homes during peacetime without the person's consent

d) the government may not search or take a person's property without a warrant

e) a person may not be tried twice for the same crime and does not have to testify against himself

f) a person charged with a crime still has some rights, such as the right to a trial and to have a lawyer

g) the right to trial by jury in most cases

h) protects people against excessive or unreasonable fines or cruel and unusual punishment

I) the people have rights other than those mentioned in the Constitution

j) any power not given to the federal government by the Constitution is a power of either the state or the people

77. Who has the power to declare war?

Congress

78. Name one amendment which guarantees or addresses voting rights.

15th, 19th, 24th, and 26th

79.	Which president freed the slaves?	**Abraham Lincoln**
80.	In what year was the Constitution written?	**1787**
81.	What are the first ten amendments to the Constitution called?	**The Bill of Rights**
82.	Name one purpose of the United Nations.	**for countries to discuss and try to resolve world problems; to provide economic aid to many countries**
83.	Where does Congress meet?	**in the Capitol in Washington, D.C.**
84.	Whose rights are guaranteed by the Constitution and the Bill of Rights?	**everyone (citizens and non-citizens living in the U.S.)**
85.	What is the introduction to the Constitution called?	**the preamble**
86.	Name one benefit of being a citizen of the United States.	**obtain federal government jobs; travel with a U.S. passport; petition for close relatives to come to the U.S. to live**
87.	What is the most important right granted to U.S. citizens?	**the right to vote**
88.	What is the United States Capitol? (Building)	**the place where Congress meets**
89.	What is the White House?	**the president's official home**
90.	Where is the White House located?	**Washington, D.C. (1600 Pennsylvania Avenue NW)**
91.	What is the name of the president's official home?	**The White House**
92.	Name one right guaranteed by the first amendment.	**Freedom of speech, press, religion, peaceable assembly, and requesting change of government**
93.	Who is the Commander in Chief of the U.S. military?	**The president**
94.	Which President was the first Commander in Chief of the U.S. military?	**George Washington**
95.	In what month do we vote for president?	**November**

96.	In what month is the new president inaugurated?	**January**
97.	How many times may a senator be re-elected?	**there is no limit**
98.	How many times may a congressman be re-elected?	**there is no limit**
99.	What are the two major political parties in the U.S. today?	**Democratic and Republican**
100.	How many states are there in the United States?	**fifty (50)**

PREPARATION

"I think everybody before have take the test or interview, you must to learn about U.S. history and you must listen careful the questions and if you don't make sure clearly what the question from INS ask you, please don't be shy, please don't (be) afraid. Ask him or ask she repeat the question."

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PREPARATION

Preparing My Students for What?

You are preparing your students to pass the INS Citizenship interview and oral exam. But what does this mean? The requirements listed below can serve as a guide as you plan lessons. You will need to prepare your students to satisfy these requirements.

Using English during the INS Interview and Oral Exam

Understanding

- Demonstrate understanding through physical actions, e.g., "Have a seat," or "Please show me your green card."
- Understand short conversations about everyday topics such as the weather.
- Recognize words that refer to the past, present, and future, particularly related to one's own personal history, e.g., "Why did you return to Mexico in 1994?"
- Understand when the INS officer asks you to give more information, e.g., "Please show me your passport," or "May I see your green card?"

Speaking

- Answer the officer's questions and make references to the past, present, and future, e.g., "I lived in North Carolina until 1992. Then I moved to Washington."
- Ask the officer to explain something to them, e.g., "I'm sorry, could you explain that?" or "Could you repeat that please?"
- Know vocabulary to be able to speak about any unusual circumstances, e.g., "I went back home several times in 1995 because my father was very ill," or "I haven't worked since I've lived here," or "I didn't pay income taxes because I was on SSI."

* preparation section adapted from "Will They Pass?" (see Bibliography - page 69)

Reading

- Read from the INS list of 100 questions.
- Read from the N-400.
- Read some simple sentences.

Writing

- Write one simple sentence dictated in English with vocabulary up to the tenth grade level. (See page 56 for sample dictation sentences.)
- Fill out simple forms.

U.S. History and Government

- Read a list of 10 - 12 questions from the 100 questions.
- Answer a number of questions from the 100 questions asked orally.

Good Moral Character

The N-400, Part 7, contains a series of questions (see N-400, Part 7, page 11) that are meant to allow an applicant to demonstrate good moral character and attest that they have not committed moral turpitude, "a crime that society believes is wrong, whether or not there is a law against it." Good moral character is defined as "standards of average citizens of the community in which the applicant resides."

Loyalty

In addition to good moral character and moral turpitude, citizenship applicants must be able to demonstrate their attachment to the U.S. Constitution (see N-400, Part 8). This includes being loyal to the U.S., defending the Constitution, obeying the laws of the U.S., accepting the democratic, representative forms of government, and understanding how to make changes by voting.

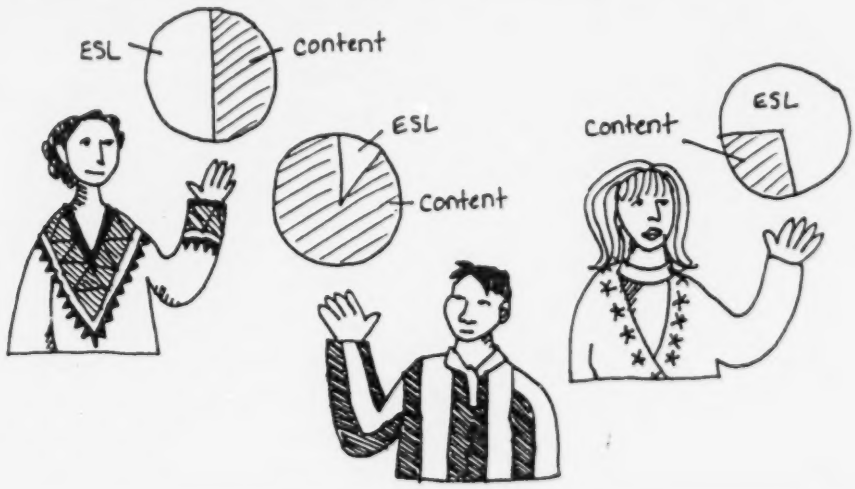
Language or Content?

What would it be like for you to listen to and answer INS questions from the N-400 and the 100 Questions given in another language. First think about answering in another language you know fairly well. Next, think about answering them in a language you hardly know at all. The experience will be different, as it is with students applying for naturalization. After meeting with their students, many citizenship teachers are faced with the question, "Am I teaching my students ESL or citizenship?" The answer depends on the English level of your students.

Students with advanced English fluency may need only to gain familiarity with U.S. history and civics. Other students may be able to read all of the history and civics materials on their own, but may not be able to converse about it. Still others may have a limited knowledge of U.S. history and an equally limited knowledge of English. The amount of ESL and citizenship content will differ for each student.

It is important to build on what students already know and what English skills they already have. With conversant ESL speakers, the class may focus exclusively on citizenship content. With less fluent students, the bulk of activities may integrate citizenship content and speaking and listening opportunities. With beginning ESL students, the focus may be primarily on ESL with an eye toward the citizenship interview and exam.

As a teacher of beginning ESL students, you will need to become very familiar with the citizenship process. Then you can best prepare your beginning students for the day to take the exam and interview. For example, personal information (name, address, phone number, ages of self and children) must be provided by the applicant during the citizenship interview. You can help your beginning students prepare for this requirement by practicing it in other contexts such as providing personal information when going to the clinic, a child's school, or applying for a job. As beginning students progress, the class may focus more on U.S. history, but at the beginning most of the class time will be spent on survival ESL.



ESL Competencies and Citizenship

Competencies are things students can do with their English. The competencies listed below are taken from an earlier TCH Training Project publication, *Tutoring ESL: A Handbook for Volunteers*. They, in turn, are based on statewide ESL competencies developed by the Washington State Board for Community and Technical Colleges, Office of Adult Literacy. A review of these competencies may further illustrate how ESL and citizenship instruction can be integrated.

ESL Competencies Checklist

LEVEL 1: SURVIVAL LEVEL STUDENT	CAN	CAN'T
Greet someone and respond to a greeting		
Ask and answer questions about personal information (name, origin, age, birth date, address, phone, marital status, # of children)		
Say good-bye and respond to farewells		
Ask and answer Yes / No questions and simple questions that begin with: Who, What, When, Where, What time, and How much		
Follow classroom instructions (copy, repeat, listen, ask, etc.)		
Express lack of understanding ("I don't know"; "I don't understand")		
Count to 100		
Identify money		
Count money		
Tell time in simple terms (five, five-thirty)		
Identify the rooms and furniture in a house or apartment		
Dial a number written on a piece of paper		
Name common foods (fruit, vegetables, meats, drinks, staples)		
Express needs and wants (I need / want / have / would like; I don't need, etc.)		
Describe one's general condition or how one feels		
Identify body parts		
Name common illnesses and remedies / medicines		
Describe objects by color, size, and shape		
Describe people (young, happy, tall, etc.)		

Report an activity (I'm busy; She is sleeping)		
Follow simple directions in a medical exam		
Follow simple job-related instructions		
Say and sequence days of the week and months of the year		
Distinguish between today, tomorrow, and yesterday		
Ask / respond to questions about the location of objects (next to, under, on, behind, in, near, etc.)		
Identify common jobs		
Ask and respond to questions about former jobs		
Describe basic weather conditions (It's hot; It's raining)		
Dial 911 and provide basic information requested		
Identify commonly used community resources (supermarket, post office, bus stop, hospital, welfare office, etc.) and state purpose of each		
Use basic spacial directions (left, right, up, down, north, south)		
Name clothes items		
Identify common types of transportation		
Identify relationships (friend, relative, neighbor, sponsor, etc.)		
Count by 1's, 5's, and 10's		
Add, subtract, multiply, and divide numbers		
LITERACY FOR A SURVIVAL LEVEL STUDENT	CAN	CAN'T
Write numbers 1 -100		
Print the alphabet		
Write name, address, phone number, age		
Read simple signs (restroom, men, women)		
Fill out simple forms		
Read digital and numerical clock time		
Read dates		
Read prices		
Read and write days of the week and months of the year, including abbreviations		
Apply basic phonic rules to sound out simple words		

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Read and write basic simple statements		
Sort items according to alphabetical or numerical order		
LEVEL 2: BEYOND SURVIVAL LEVEL STUDENT	**CAN**	**CAN'T**
Talk about or describe self and family members / Identify extended family relationships		
Ask and answer questions that begin with: How, Why, How long, Which, Whose, What kind		
Ask for clarification: What does _____ mean? Should I _____? Do I _____?		
Follow 2-3 directions given at one time (go to the bookcase, get the green book, and turn to page 9)		
Use variations of time expressions (11:45, 15 to 12, quarter to 12)		
Take a bus		
Buy a stamp and mail a letter; buy a money order		
Use a pay phone to make a local call		
Ask for and make change		
Order and pay for food in a restaurant		
Give directions		
Translate for another student		
Follow oral instructions for taking medication		
Identify duties, tools, and supplies of common jobs		
Talk about past activities		
Talk about future activities		
Make an appointment		
Call to cancel or change a meeting		
Call in sick or late / explain tardiness or absence for self or children		
Give reason or excuse for behavior when necessary / Identify and explain mistakes, errors / Accept feedback in a work situation		
Report an injury, accident, or incident (cause, results, location)		
Describe skills, abilities, and interests in basic words (I can _____ a little / very well; I can't _____; I like to _____.)		
Express preferences ("I like"; "I don't like")		
Cash a check		

Identify important information (who, what, when, where) from a short conversation		
State an opinion or idea		
Respond to warnings, rules, and regulations		
Use basic conversation strategies ("Please speak slowly.")		
Use simple fractions and percents		
Apologize		
Express gratitude		
Obtain bus schedule information over the telephone		
Give and follow verbal and map directions to a particular place		
Use a variety of time expressions (in the morning, two weeks ago, next year, etc.)		
LITERACY FOR A BEYOND SURVIVAL LEVEL STUDENT	CAN	CAN'T
Write a letter or card in English; address the envelope		
Read a calendar and schedules		
Read a map		
Read and write various forms of dates (i.e., 10-11-92 or October 11, 1992)		
Write down a message received over the phone		
Write down steps in directions		
Interpret and pay bills		
Find a name in the phone book		
Fill out a job application		
Match abbreviations to long forms or words commonly found in ads, prescriptions, announcements, etc.		
Use basic punctuation correctly (apostrophe with contraction and possessives, periods and question marks at end of sentences, commas in lists)		
Understand meaning of common suffixes and prefixes		
LEVEL 3: HIGHER LEVEL STUDENT	CAN	CAN'T
Ask for and respond to complex instructions and clarification from a supervisor		
Describe personal aptitudes, skills, and work experience in detail		
Make and accept or reject a suggestion or some advice		
Ask for and agree or disagree with an opinion		

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Obtain and summarize information from and respond to a radio or television announcement or phone message		
Explain and compare common practices or activities (e.g., customs, job duties, training programs, etc.)		
Persuade someone to do something		
Make a complaint (to teacher, landlord, store manager, etc.)		
Describe the steps in a process (e.g., how to make, do, or repair something)		
Respond correctly to negative and tag questions (e.g., "You don't have it, do you?")		
Respond appropriately to criticism, compliments, and condolences		
Identify common American holidays and describe why and how they are celebrated		
Talk / ask about hobbies, interests, and recreational activities		
Use vocabulary related to insurance and driver's licence and banking needs		
Ask about corrections or mistakes on bills		
Open a bank account		
Write checks		
Respond appropriately to telephone answering machines		
Ask for operator assistance and call information		
Answer questions and provide information in mock job interviews		
Ask questions related to pay, benefits, work rules, and policies		
Ask questions related to a parent / teacher conference		
Clearly state reasons for personal decisions regarding work, family, citizenship, and school		
Understand common idioms and two-word verbs		
Use appropriate conversation management strategies such as interrupting politely, including others, and ending a conversation		
LITERACY FOR A HIGHER LEVEL STUDENT	CAN	CAN'T
Read and write detailed messages		
Extract information from job descriptions and announcements		
Read and extract information from diagrams, charts, graphs, and reading passages		
Transcribe information from a radio or television announcement		
Interpret and demonstrate compliance with safety regulations and licensing requirements (e.g., driving, fishing)		

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Scan and interpret newspaper or magazine articles		
Write a resume or fill out a detailed work history form		
Interpret job announcements, comparing and categorizing titles, duties, salaries, advancement opportunities, etc.		
Use supplementary sections of the telephone book		
Use a dictionary to determine meaning, pronunciation, and spelling		
Write a letter for a specific purpose (e.g., requesting information, making a formal complaint, applying for a job)		
Locate materials in a catalog, files, or index		
Take a variety of types of written tests		
Fill out a W-4 form		
Read and follow directions from an automated teller machine		

Hi Maria! Long time no see. Do you still live on Beacon Hill?
Do you still live on Beacon Hill, Mrs. Martinez?
Classroom Roleplay
INS Interview

Now that you've seen the competencies, look through the competencies that match your students' levels. Which competencies could be practiced in a citizenship context? For example, one beginning level competency - describing objects by color, shape, and size - could be practiced by counting the number of stars and stripes in the U.S. flag and naming the different colors. Similarly, another Level One competency - asking and answering Yes/No questions and simple questions that begin with Who, What, When, Where, What time, and How much - could be reinforced with citizenship questions from the 100 Questions:

What color are the stars on the flag?

How many stripes are there?

Who is the president of the U.S. today?

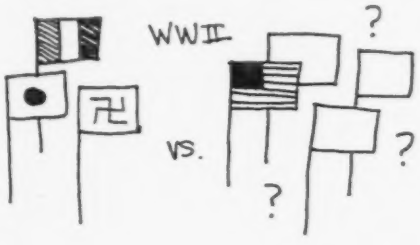
Who is the vice president?

A Level Two student could gain ESL and citizenship interview practice by talking about past activities, and asking and answering questions that begin with: How, Why, How long, Which, Whose, and What kind. For example:

Which president is called "the father of our country?"

Which countries were our allies during World War II?

For how long do we elect the president?



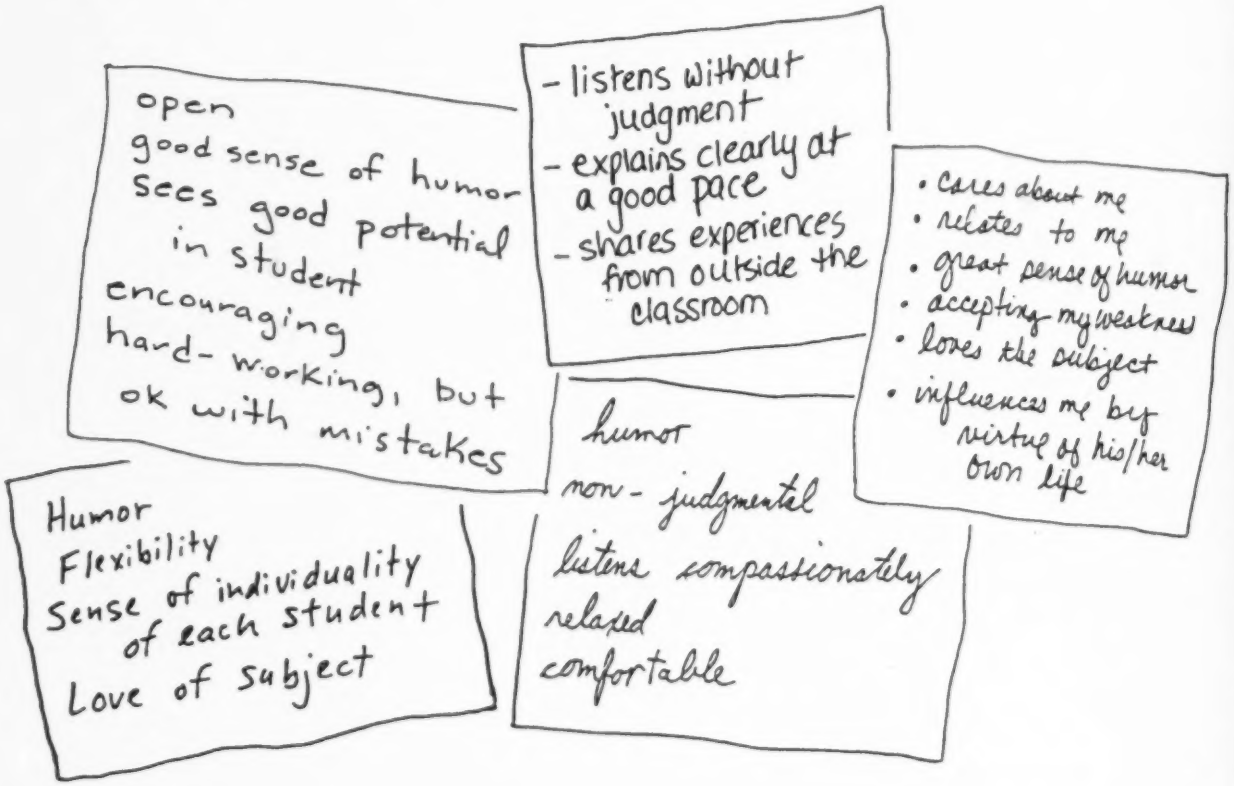
They also may need to be prepared to give an explanation for certain past behaviors or actions. If they checked "Yes" on the N-400 when asked, "Have you left the country during the past five years?", they may be asked to explain why, when, for how long, and for what purpose they left the country. Applicants may also need to be able to explain their employment and marital history.

With most students, you will probably be working on both ESL and citizenship. The ESL competencies may serve to help you combine the two and keep track of what you've covered in different contexts. You will find that the activities described in this handbook can be used whether you are focusing more on ESL or citizenship.

What is Good Teaching?

Think for a moment about a good teacher you have had, someone within or outside of school. What made that person such a good teacher? What are the characteristics of a good teacher? Make a list.

Here's how five volunteer citizenship teachers described a good teacher. See how your list compares.



There is usually considerable agreement about what makes a good teacher. Ask your students about their experiences with good teaching. Strive to put these elements of good teaching (and good learning) into practice in the classroom.

One way to put good teaching into practice is to use the following strategies. Use of these strategies minimizes confusion when introducing new vocabulary and concepts.

For a moment, think of yourself planning a lesson on the Civil War. Review the strategies listed below and decide which you might use to introduce this topic.

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Helpful Strategies

- **Go from simple to complex**

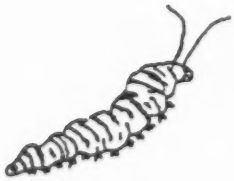
As an introduction to the concept of good citizenship (or good moral character) you may want to begin by discussing what makes a good student. A simple chart can be used. Then, move on to discuss what makes a good citizen.

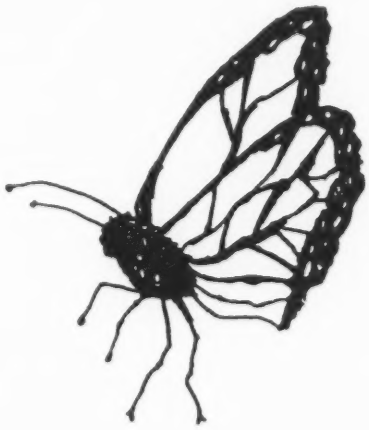
Students	
Good +	Bad -
• Does homework • Comes to class on time. • Tries to use English	• Doesn't participate • Doesn't help other students

Citizens	
Good +	Bad -
• votes • pays taxes	• commits crimes • lies

- **Go from the tangible to the abstract**

To introduce the concept of "change" or "transformation," start with tangible examples of change. Draw a caterpillar and a butterfly, or a tree in winter and summer. Have students discuss the change that occurs. This could lead to a discussion of how students themselves have changed since coming to the U.S.



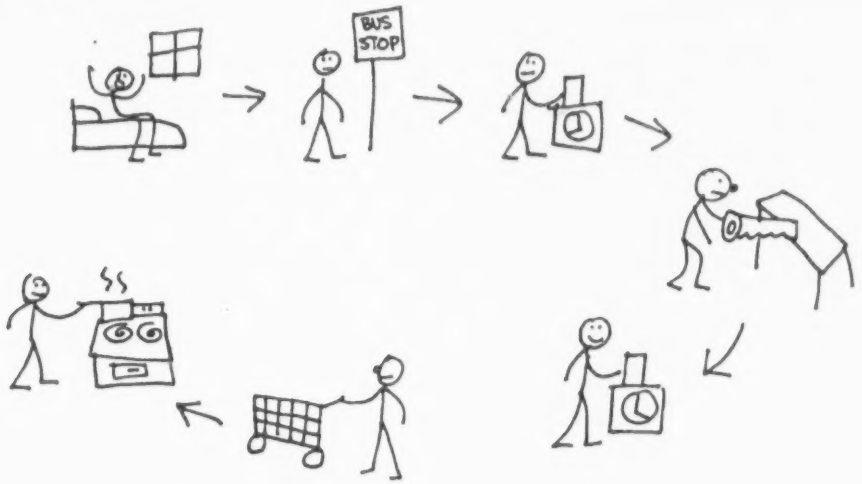


- **Go from the known to the unknown**

When introducing important dates or holidays in U.S. history, ask about similar dates of holidays in the countries of your students. Is there a day to remember veterans in Korea? Russia? El Salvador? Somalia? New vocabulary and information will be strengthened by building on what your students already know and have experienced.

- **Draw pictures**

Stick figures and basic symbols go a long way in getting ideas across and providing a starting point for discussion.



- **Act it out**

If "remember" is a new word for your students, think of ways to act it out. Misplace your keys. Pantomime looking for them. Use body language to demonstrate, "Oh, I remember where I put them!" Or pantomime taking a test and not knowing an answer and then "remember" it.

- **Exaggerate**

Say things in an outrageous way to make a point. If you want students to understand and use "obey" then exaggerate possible uses of it. Role play the consequences of a child not obeying his parents when crossing the street or not obeying his teacher in school. Make bold gestures and have dramatic consequences. Then change the context to citizens obeying or not obeying U.S. laws.

- **Demonstrate**

Set up different areas in the classroom to represent Congress, the Supreme Court, and the White House. Have a bill move from one place to another and discuss what could happen in each place.

■ **For a grammatical item or concept, model it**

"There **is** one flag in the U.S. and there are fifty stripes on it."
"There **are** 23 students in this class."
"There **is** one student from Haiti."

"My **responsibility as a parent** is to take good care of my child. My **responsibility as a worker** is to do a good job. My **responsibility as a citizen** is to obey the laws and vote."

■ **For vocabulary extension, explore word families**

Relate words which are most commonly used in the citizenship context. For example:

pursue / pursuit	elect / election	free / freedom
celebrate / celebration	legislate / legislator	govern / government / governor
	require / requirement	

These strategies can also come to the rescue when unanticipated confusion arises. For example, while introducing the Civil War, a citizenship teacher realizes that there's some confusion surrounding the word "cause" as in "Slavery caused the Civil War." How does the teacher respond? How would you respond?

In this case, the teacher acted out driving her car and getting a flat tire. Then she drew a picture of a sharp nail. The students understood when she said, "What caused the flat tire?" Other examples could be demonstrated by the teacher or students until the point is made. Once students come up with other examples, you know that the concept is clearly understood.

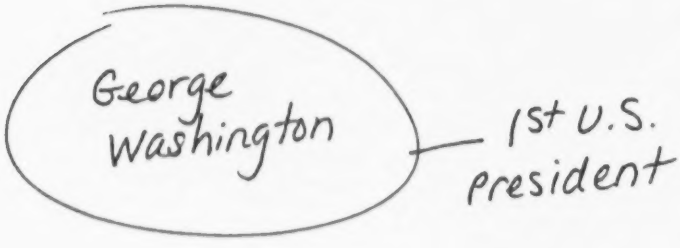
ACTIVITIES

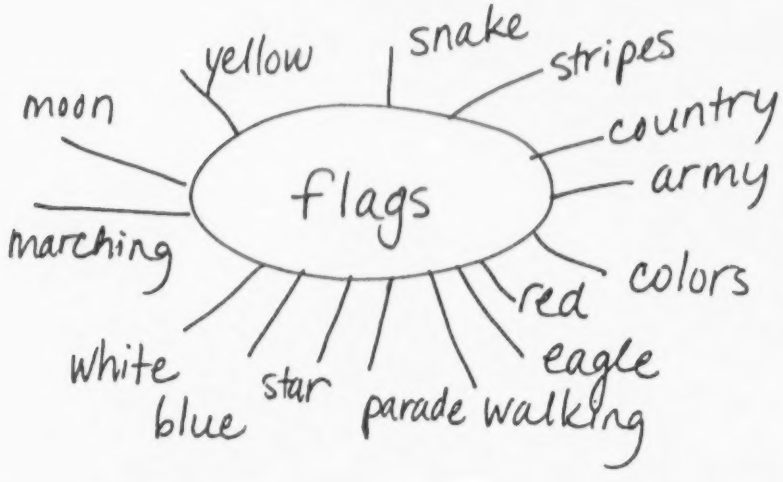
"I would like to give recommendation to other people. Study. Study English. Find a good teacher."

Webbing

Webbing is a great way to build on what students already know by introducing a topic and then finding out what they know about it. It is also a way to reinforce literacy since students are given a chance to see the written word as they hear it.

In its most common form, a web starts with one word in the center of a bubble or circle drawn around it. Students are then asked to add words that come to mind that are related to that center word. For example:





With the first example, **George Washington**, this may be sufficient knowledge for your students to have. If not, then you know where to begin introducing further information.

With **flag**, a range of vocabulary came up, some of which might be shared knowledge and some which might be new to many of the students.

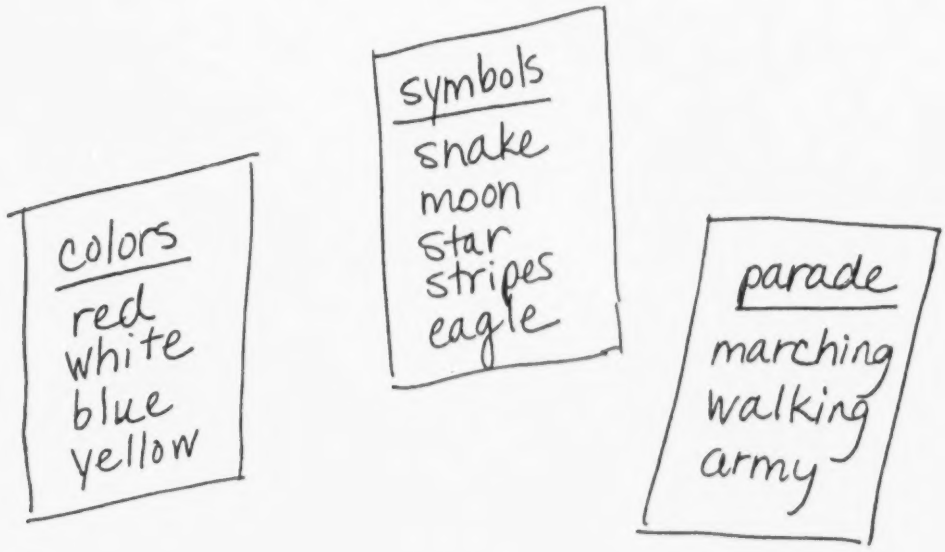
Webbing allows students to share what they already know about a topic and provides an opportunity to build on that.

Variations:

1. After collecting the words in the web, have students make lists of what words go together. With **flags**, for example, "marching, parade" and "army" might be grouped together, as might, "red, white" and "blue."

2. Rather than do this as a whole class activity, have small groups of students make group webs. Students with the highest literacy level can be scribes.

3. Give each student a sheet of paper with a different vocabulary item circled in the center of the page. Have students mingle, saying their word to a partner, and writing down what that partner says. Students move on to as many students as possible and then report back to the whole group or draw / write their webs on the board for all to see.



Grids

Grids are wonderful teaching tools because they are visual, provide opportunities for meaningful repetition, and can encourage structured and unstructured language practice. It takes some planning to design a grid that will work, but you'll find it's well worth the time. Many of the newer ESL and citizenship books make good use of grids. A simple grid to practice sharing personal information might look like this:

Name	where are you from?	when did you come to the U.S.?	When did you come to Tacoma?
Mira	Russia	1989	1989
Lul	Ethiopia	1992	1993
Sergei	Ukraine	1990	1990
Thuy	Vietnam	1987	1993

Students could interview each other to get this information or complete the activity as a whole group, using the chalkboard or a large sheet of paper.

In any grid, there will be two kinds of follow-up activities:

1. Those that use information taken directly from the grid

2. Expansion activities that encourage students to ask and answer more questions, to clarify, and get further information.

Using the example on the previous page, follow-up questions from the grid could include:

1. Where is _____ from?
2. How many people are from _____?
3. How long has _____ lived in Tacoma?
4. How many people came to the U.S. in 1992?
5. Who has lived in the U.S. the longest?
6. Who has lived somewhere else in the U.S. before coming to Tacoma?
7. How many people have lived somewhere else in the U.S. before coming to Tacoma?

A beginning class might focus on only one or two of these questions. An advanced class would be able to ask and answer many questions from the grid. If you have a beginning or intermediate class, model the question type to be practiced.

Follow-up expansion (not in the grid) questions could include:

1. Where did you live in the U.S. before coming to Tacoma?
2. Which city do you like more, _____or Tacoma? Why?
3. Where is Ethiopia?
4. Where are you from in the Ukraine?
5. Who came with you to the U.S.?
6. What did you do in Vietnam?

The possibilities for questions are endless!

Grids can be designed to elicit yes/no answers as well as specific information. They can be used to practice personal information, grammatical structures, or history and government facts.

Variations:

1. Personal information: names, addresses, phone numbers.
2. Personal information: names, # of people in family, and their ages.
3. Names of children and grade in school.

Childrens Names	Grade
Habtu	10
Emmanuel	7
Solomon	4
Aster	2

4. Names of classmates and jobs they have held or skills they have.
5. Names of family members and chores they do.

CHORES

FAMILY MEMBERS	shop	cook	do laundry	wash dishes	vacuum
Lupe	X				X
Rosa		X	X		X
Manuel			X	X	
Maria	X			X	X

6. Names of three important U.S. presidents, when they were president, and what they are remembered for.

7. Three branches of U.S. government, who represents each branch, and what each branch does.

	President	Congress	Senate
change a bill		✓	✓
veto a bill	✓		
sign a bill into law	✓		
pass a bill		✓	✓

8. Current names of mayor, governor, and president or congressperson and their titles.

9. Senators and representatives and questions to clarify the differences between them (number of each, number of each from each state, and length of terms.)

10. Different wars fought by the United States, who they fought against, when the war took place, and the reasons and outcomes of the wars.

	Who?	When?	Why?	Outcome
Revolutionary War	England / colonies	1777 - 1781	wanted independence	colonies won independence
Civil War	north / south			
WWI				
WWII				
Korean War				
Vietnam War				

11. Names of students in class and names of holidays they may or may not celebrate.

12. Famous Americans, their time period, and what they said or did. (Patrick Henry, Thomas Jefferson, Abraham Lincoln, Martin Luther King, Jr.)

13. Student name, country from, flag colors of that country, and symbols of that country.

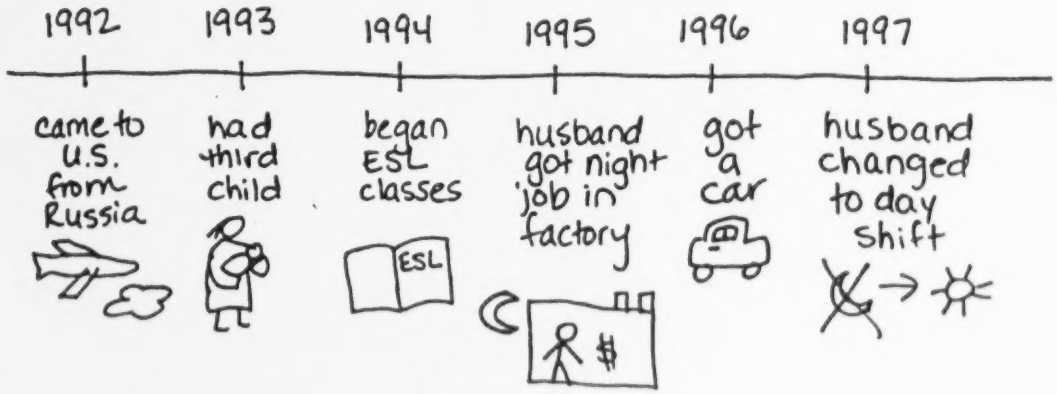
14. Student names, countries from, and method of transportation that brought them to the U.S.

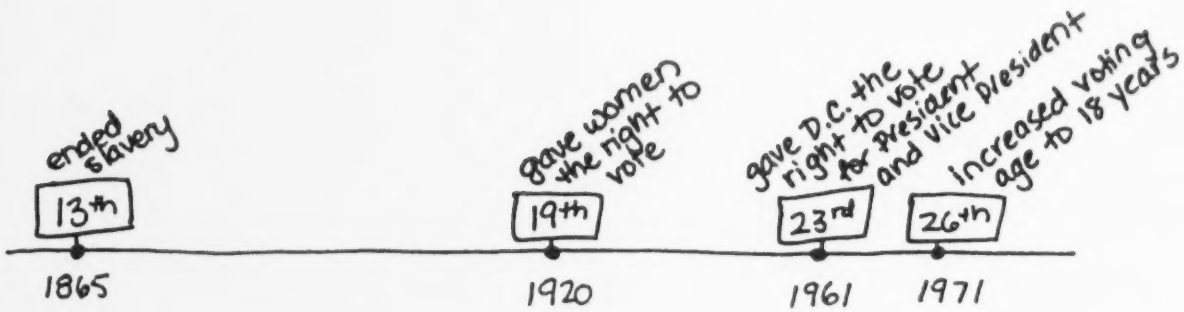
Timelines

Timelines are a great way to provide language practice about anything that can be sequenced. Students can draw a timeline of their life, their journey to this country, their typical daily activities, the sequence of their children's births, or their job history. This prepares them to discuss their personal history with an INS interviewer.

On other occasions, the timeline may contain historical information students will likely be asked about the United States. It can be broad, covering hundreds of years of time or it may be very specific. The degree of specificity may depend on the level of English fluency. For example, high level ESL students may be able to provide great detail with names and dates of important events in U.S. history. Beginners may provide the most basic information.

Here are some examples:



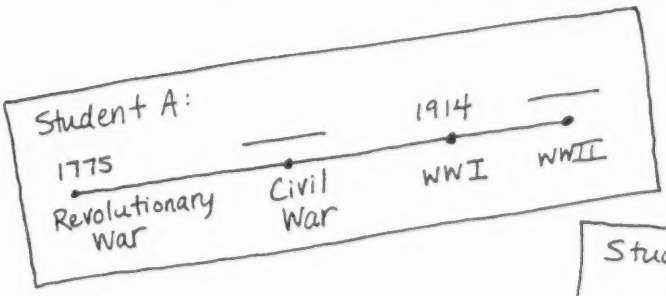


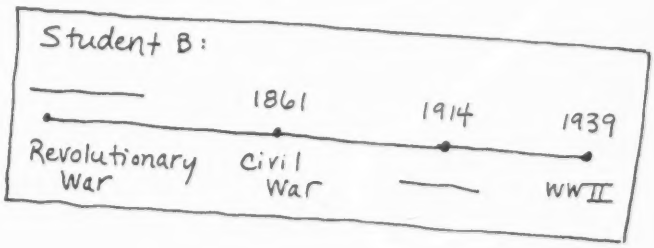
Variations:

1. Distribute word cards, date cards, or pictures to students and have then line up in the correct sequence.

2. Have students line up according to various criteria: shortest to tallest, shortest time in the U.S. to longest, month of birth, number of children they have, ages of their children, children's year of birth, favorite month, favorite year.

3. Provide a structured Information Gap activity using a timeline to practice asking and answering questions and to provide review of citizenship content. Give students different bits of information with no one having all the information. Have students ask and answer questions of each other in order to complete their task. In the example below, students might be paired (A and B) and asked to complete their timelines.





Questions to practice:

When did (the) _____ happen?
What happened in _____?

Role Plays

Role Plays can be simple or complex, structured or spontaneous. In preparation for the INS interview and exam, students can role play the INS interview itself or role play historical figures. Here are some role play possibilities:

The INS interview

Focus on different questions each week. Have students play both the interviewer and interviewee.

Famous people from history

Have students role play well-known historical figures such as Washington, Jefferson, Lincoln, and Martin Luther King, Jr.

General (not famous) people interacting at a specific time in history. For example, new colonists at the time of the signing of the Declaration of Independence, a slave and slave holder before and after the Civil War, a Supreme Court justice, a senator, and the president talking about the merits and challenges of their jobs.

Variations:

1. Do spontaneously to bring out what students already know about a person, place, or event.

2. Do as a follow-up activity once information has been introduced. Students then have the chance to incorporate new information with what they knew before.

3. Write down specific dialogues that allow students to practice new vocabulary and structures or have students write their own.

Pronunciation

The goal of pronunciation work is to increase understanding. Your student will probably always have an accent in English. You only need to work on problems which hinder the student from understanding or being understood.

Guides for Pronunciation Activities

Do pronunciation work in short doses. Maybe about ten minutes per lesson - it can be tiring for the student. If your student has great difficulty with pronunciation, try doing a three-minute game or drill two or three times during the lesson, between other content activities.

Make a target list of problem sounds. As you converse with your student, note which sounds give the most difficulty - plan drills for these. Work on one or two sounds per lesson.

Be sure the student can HEAR the difference between sounds before trying to **reproduce them.** Design listening activities to practice and demonstrate hearing the difference between two similar sounds.

Comprehension is not an objective. Explain that you are working on the sounds of English, then you'll avoid getting hung up on explaining the meaning of all the words in the drills.

Practice the sounds wherever they occur. The student may master producing the sound at the beginning or end of a word, but still need practice reproducing it when it's within a word.

Stick to your target. If you discover other pronunciation problems during the lesson, make note of them, but don't try to work on them until a subsequent lesson.

Speak normally. You are preparing your student for real conversation in real life: aim for regular tone of voice, rate of speech, and pronunciation.

> What is pronunciation? Remember **RIPS**: Pronunciation includes **R**hythm, **I**ntonation, **P**ronunciation (or articulation), and **S**tress.

How Do We Work on Rhythm?

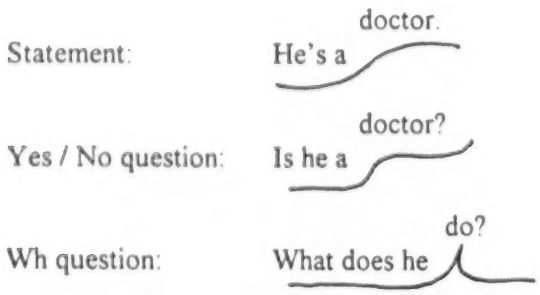
Rhythm is the music of a language. Listen to a popular song with your student, going over the vocabulary and discussing the social context and cultural overtones. Next, get a language experience story from the student about a similar situation she's been in. Finally, for your pronunciation practice, just sing along with the tape or record.

If you've been doing some drills to practice, for example, colors and clothing, select one or two grammatical structures to reuse as pronunciation drills. Show your student by simple scat singing (di di di DAH duh) or clapping your hands (clap-clap-clap CLAP clap) the rhythm of the sentence (I have a **red** shirt). Then plug in different vocabulary items, clapping along to emphasize the rhythm (He has a blue tie, I have some brown shoes, you have a green dress). Then try another structure with the same rhythm (I like warm coats, I like long skirts), or a slightly different rhythm (DAH di di DAH duh): Who has a black suit?

Work on rhythm can include practice with full sentences or with phrases. For example, after students have written and reviewed dictation sentences, try practicing the rhythm of a sentence; or try it with a phrase like "Emancipation Proclamation." Students will benefit from hearing the words and saying them while clapping, pounding their desks, or stomping their feet.

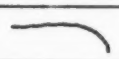
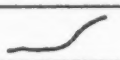
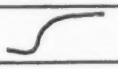
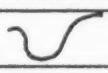
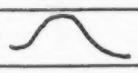
How Do We Work on Intonation?

Intonation is the rise and fall of the voice. English, as many languages do, has characteristic patterns.



Demonstrate the pattern to your student, then read some sentences and questions to her to see if she can identify the pattern of each.

Here are some typical patterns and their usual meanings:

Low Fall	High Fall	Low Rise	High Rise	Fall Rise	Rise Fall
					
affirmative	enthusiasm affirmation	query politeness	surprise disbelief	doubt hesitation	sarcasm humor

Give your student examples of two or three patterns. Try humming the intonation without words, too. Practice, with the student, saying some "social noises" type of words in various intonation patterns: Excuse me, oh dear, what a shame, wow, gosh, etc.

Make up a dialogue where the meaning changes according to the intonation used on the various response words.

A: I got a letter today.
B: Oh?
A: It's from my friend in California.
B: Hmmmm.
A: She's coming here and wants to meet you.
B: Oh.

How Do We Work on Pronunciation / Articulation?

This involves the physical arrangement of teeth, tongue, lips and the vocalization or non-vocalization of sounds. Minimal pair drills are helpful in practicing articulation. A minimal pair is a pair of words which differ in only one sound:

done / **t**on	**h**ad / **h**at
die / **t**ie	**b**ead / **b**eat

Be sure the student can **hear** the difference between the sounds. Begin with a listening activity to be sure she can discriminate between the two sounds. For example, have her write the numbers "14" and "40" as you say them to demonstrate she hears the difference. Or, she might point to an appropriate picture when you say "ship" or "sip" to show that she can discriminate between the beginning sound of each word. Or, you might have her hold up a red card when she hears the "th" sound and a blue card when she hears "t."

Begin with practicing continuity. If a student is having difficulty pronouncing the "b" and "p" in "republic," try focusing on those two sounds. You repeat several words with the target sound, then the student repeats:

pest, **p**in, **p**un	na**p**, ni**p**, cu**p**
best, **b**in, **b**un	na**b**, ni**b**, cu**b**

Then, work on contrasts. Say each minimal pair twice, identifying which sound you are saying. Then repeat one word at a time and have students identify which sound it is.

pest / **b**est	na**p** / na**b**
pin / **b**in	cu**p** / cu**b**

Experiment with words that contain the target sounds in the middle - in this example, "apple" and "able," "supper" and "saber." Have students listen first, then identify the sound, and then try to say it. Sometimes the surrounding vowels and consonants can make it easier or more difficult for students to accurately pronounce it. If students are able to pronounce a sound correctly in one location (beginning, middle, or end) provide praise and encouragement. Then you know they can make that sound. Next they need to practice it in other word locations.

How Do We Work on Stress?

The location of stress within a word is important in English. The **con**tent of our days is different from the con**tent** we feel at the end of the day. Likewise, the student who works to increase her voca**bu**lary gives the appearance of being less fluent, and is less understandable, than one who studies vo**ca**bulary. You can help the student practice correct stress by noting which words are difficult for her. Then group those words together according to which syllables are stressed, and practice them in a simple repetition drill. For example:

bigger	hel**lo**	inter**rupt**	**daf**fodil
after	**at**tack	ref**u**gee	**sim**ilar
picture	re**quire**	volun**teer**	**med**ical
season	con**cern**	under**stand**	**prob**ably

The location of stress within a sentence can change the meaning. For example, try saying, "Can I have a glass of orange juice, please?" several times, each time stressing a different word. Do this with your student and discuss what is implied each time. Helping her become aware of the function of stress in English can help her get more meaning across when she's speaking. Generally, we stress nouns, main verbs, and auxiliary verbs (when they're in short answers, e.g., "Yes, I do"). We don't usually stress pronouns, conjunctions, articles, prepositions, or auxiliary verbs (in statements).

We also use stress for correction. For example, maybe your student has learned to say, "I live at 4618 East 44th Street." In a role play, ask her, "Do you live on 45th Street." She then learns to respond by stressing the third syllable of the street number ("No, forty-**fourth** Street.") This way, her correction is more likely to be understood.

Should the Student Read the Words in the Pronunciation Drills?

Students - especially ones who have had formal education in their home countries - are sometimes not convinced they're studying unless they have a book or paper to take home with them. But to improve your student's pronunciation, she must first be able to hear the differences between similar sounds. Once she can do that, she can begin the physical work of producing the sounds. You're not helping her by giving her a list of words during the lesson. She may only **see** the difference on paper but not learn to **hear** the sounds.

Once you have introduced and practiced the new sounds and patterns aurally / orally, you might want to give a copy of the drills to your student to take home and practice by herself. If you also tape the pronunciation section of the tutoring session, she will be able to listen to the tape as she reads the drills at home, giving her additional practice in hearing the correct sounds, hearing her own pronunciation, and learning to self-correct.

Dictation

To demonstrate their knowledge of written English, citizenship applicants are often asked to write a dictation sentence or sentences. These sentences are supposed to be simple with vocabulary up to the tenth grade level. The applicant will be given a pen and piece of paper and asked to write one or more sentences dictated by the INS interviewer. Students should know that the sentences they are asked to write may be out of context in the INS interview and may not be true. For example, "I came here by bus" or "My car is green." In order to pass the dictation, students do not need to write perfect sentences, but the INS interviewer must be confident the student has a comprehensible amount of writing skill. Successful citizenship applicants shared the following dictation sentences:

1. **I want to be a U.S. citizen.**
2. **I love America.**
3. **I live in Seattle, Washington.**
4. **I live in a beautiful city called Seattle.**
5. **Seattle is a beautiful city to live in.**

6. **How is the weather today?**
7. **Describe the weather outside.**
8. **Describe the weather today.**
9. **How's the weather outside?**
10. **It is rainy outside.**
11. **The sky is blue.**
12. **Today is a beautiful day.**

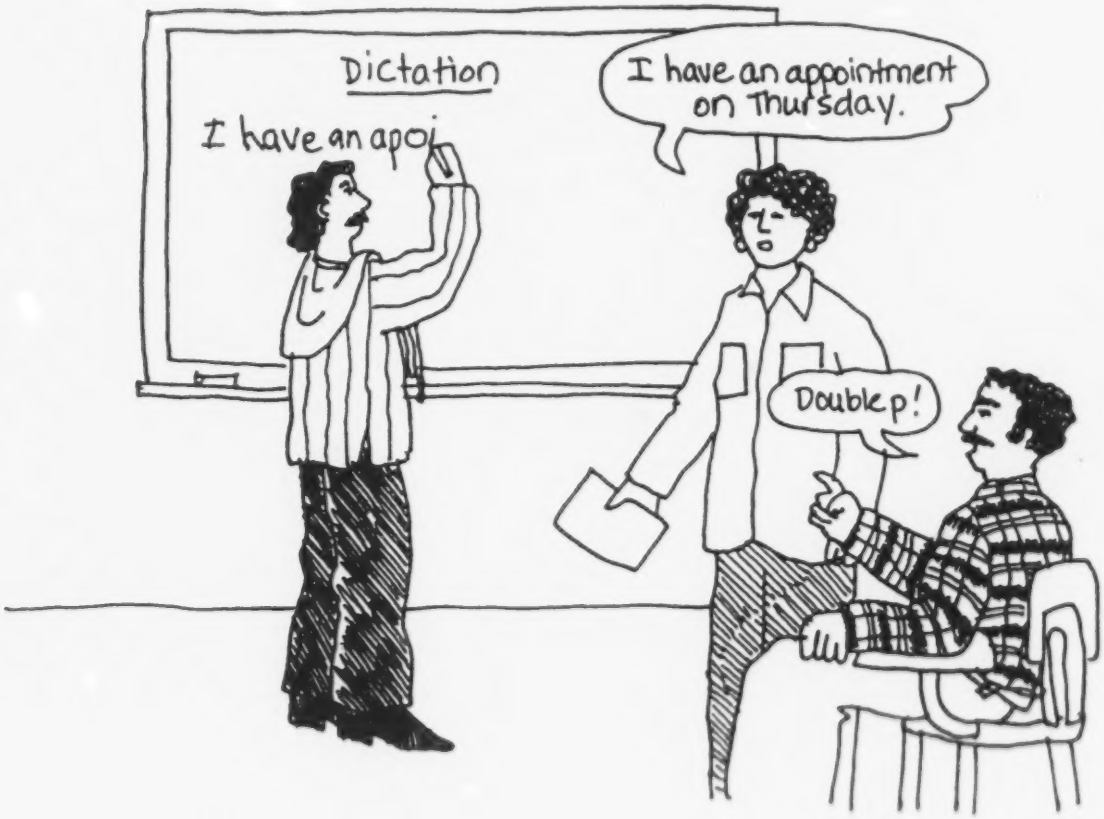
13. **How many chairs are in my room?**
14. **What color is your shirt?**
15. **What color is your jacket?**
16. **What color are your pants?**
17. **My jacket is red.**
18. **My shirt is white.**
19. **My pants are blue.**
20. **I eat at twelve o'clock.**
21. **I like ice cream.**
22. **I am standing on the street**
23. **I know how to read and write in English.**
24. **I go to school by bus.**
25. **My cat drinks milk.**
26. **My car is red.**
27. **My house is green.**
28. **We eat at the restaurant.**
29. **My house has a cat.**
30. **I have three dogs.**
31. **My house has a dog.**
32. **The cow drinks the milk.**
33. **I go to the movie theater.**
34. **The American flag is red, white, and blue.**
35. **Plants need a lot of water to grow.**

36. **There is a blue book on the table.**
37. **I read a book at night.**
38. **Every night I read a book before sleeping.**
39. **I put a book on the table.**
40. **The table is square.**

Variations:

1. Read a sentence (or two or three) for dictation each session. Have students write on their own paper. Write the sentence(s) on the board. Have students compare.

2. Have one or several students write their sentences on the board at the same time. Have students make necessary changes.



3. Have friends or colleagues with different accents and speech patterns say dictation sentences into a tape recorder. Play the tape in class and have students write the sentences. This way, students get used to a wide range of English speakers.

Using Visuals

Visuals can be used in a variety of ways, as we've seen from some of the activities already mentioned. They may be obtained from citizenship texts, history books, newspapers, magazines, and brochures. You can draw and make your own. Below is a drawing and several ways in which it can be used:

1. Ask students to tell you about the picture. Beginning students may simply name people (mother, son, daughter, boy, girl, grandmother), while more advanced students will be able to say more about the picture.

2. Have students color in the picture. This can be an individual activity that would result in each student's picture containing different colors or it could be used as a listening activity in which students are told what colors to use for what items. For example, "Color the mother's hair black. Color the boy's overalls purple. Color the girl's shirt yellow."

3. Use this visual to practice adjectives. In addition to colors, adjectives that could be used include happy, sad, serious, proud, tired, and awake.

4. As a whole group, brainstorm possible questions that could be asked while looking at this picture. Questions will range depending on the English fluency level of your students. Then, have students in pairs ask and answer questions.

5. Use the Question Hierarchy to ask different kinds of questions. The Question Hierarchy includes four kinds of questions: (1) yes/no, (2) either/or, (3) who, what where, when, how many, and (4) why or inference questions. Possible questions using this visual include:

Yes/No

Are there four people in this picture?

Is the grandmother sleeping?

Is the mother happy?

Either/Or

Is it daytime or night?

Is the grandmother sad or proud?

Is the little boy sleeping or awake?

Who, What, etc.

Who is in the picture?

Where are they?

What is the grandmother holding?

Why

Why are they there?

Why is the little boy sleeping?

Why is the mother happy?

6. After discussing the visual, use it for a listening activity. Students or the teacher say sentences that are either true or false about the visual. Students must then say True/False or Yes/No. For example: "There are three people in the picture." False. "The grandmother is holding two flags." True. This could also be done as a reading activity. Students or the teacher can provide the sentences.

7. After discussing the visual, have students write about it, either individually, with a partner, or in a small group.

8. Have students draw a picture of how they will feel when they pass the test and/or who will be there with them to celebrate. Use these drawings for discussion.

When I pass the citizenship interview and oral exam, I will celebrate by...

Thank you to Eunice Arboleda for contributing this vision of her pending citizenship celebration.

GROUPINGS

"I live in Houston, Texas one year and then in Seattle I live six years. And when I come in here I no speak English. Now I learn more speak English...I understand American people."

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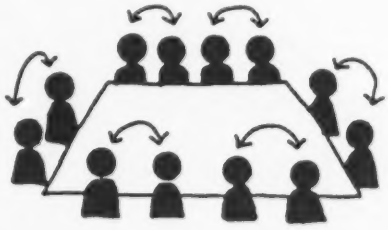
Different Groupings

Matched 1 to 1

Have the participants sit in the whole group where they hear or see the general directions for the activity; then the participants turn to the person next to them; the participants do the same thing at the same time; after a period of time, they turn to the person on their other side to repeat the activity.

Example **Draw Your Day**

Students are given 5 minutes to draw pictures of their days - where they go, what they do, etc. during the day. Taking turns with their partners, they tell each other about their days and answer questions about them.

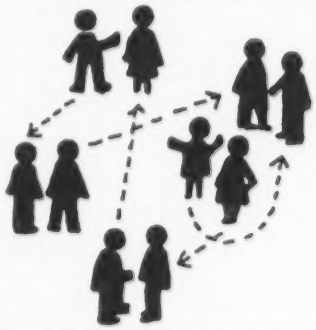


Random 1 to 1

The participants walk around the room; they find one person to talk with; when they are finished they move to another person.

Example **Who Am I?**

For review, index cards with names of people, events, or institutions (George Washington, World War I, or the Supreme Court) are taped to students' backs. They must find out who or what they are by asking no more than 2 questions per participant before moving on.

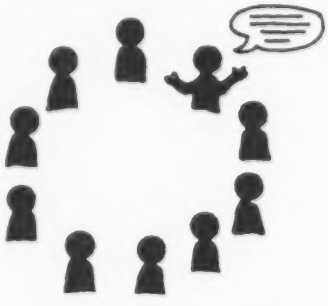


Whole or Small Group Presentation

Have the participants sit in a circle and talk briefly to the whole or small group while the others listen.

Example **What I've Learned**

At the end of each class, the participants gather together in a circle for the final 15 minutes to share one thing they have learned that day from their conversation.

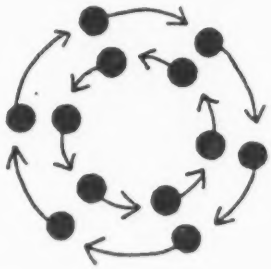


Structured 1 to 1

Divide the whole group into two groups; form either two circles or two lines of people who are facing each other; everyone talks to the person facing him until the bell rings; then one line moves to the right to the next person; everyone talks with the new person facing him; keep moving around until everyone has spoken to every other person in the opposite group. (A bell may need to ring twice for each pairing - once to give one partner time to talk and again to give the other partner a turn to talk.)

Example **Share An Object**

Ask everyone in the class to bring an item or picture from home that illustrates or signifies a symbol of his or her homeland. Each person holds up the object while his partner asks questions to get information about it. The same activity could be done when discussing U.S. symbols. Students could be given a symbol and if unfamiliar with it, could ask others about it; if familiar with it, could answer questions about it.

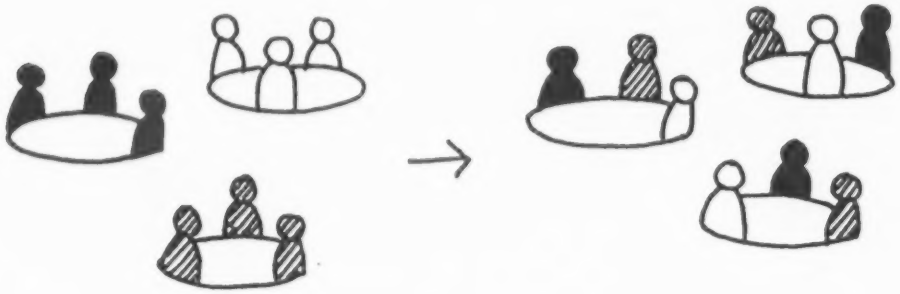


Jigsaw

Participants start in small groups and work on a project together. Each group has a different assignment. After the project is complete or information covered, each participant joins with one student from each of the other groups and asks and answers questions.

Example **George Washington, Abraham Lincoln, and John Kennedy**

Participants get into three groups. Each group reads a paragraph about their president. Then, three other groups are formed (1 from each presidential group) and each shares information.



Mixed Levels

ESL teachers are always working with mixed levels of students which makes it difficult to meet everyone's needs. What you do with mixed levels often depends on the range of English fluency (oral and literacy) in the group. If the range is wide, it may mean that except for a warm-up or closing activity, students are divided into groups according to fluency level and stay with that group. Different lesson plans will be necessary for each group. Ideally, you can enlist the help of an assistant and develop more than one lesson per class.

If the range is not that wide, then you will need to take advantage of different groupings (see page 62) to make sure that for some activities students are paired or in small groups according to English skill level. Keep in mind that there may be activities when everyone benefits from having more advanced English learners working with them. For example, in an activity that involves a scribe, having a student who can write (at whatever level) is a necessity. Similarly, when there's difficulty understanding a concept in English for some of the students, it can be helpful to have another student who understands explain to those students either in English or in a shared first language.

CONFIDENTIALITY AND LEGAL STATUS

"I would say, a lot of people who become U.S. citizens, go ahead, fill application. And it's easy. If you right, if you go good, patriotic, go and fill out application."

"When I talked with him (INS officer) I feel nervous, but if I think I don't understand the question he asked me, I told him, please sir, repeat for me..."

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A NOTE ABOUT CONFIDENTIALITY AND LEGAL ISSUES

Issues of confidentiality can arise in any ESL class. Usually, the issue is tied to culture, since all cultures have ideas about the private and public, the formal and informal, the acceptable and unacceptable. In citizenship classes, students may be asked to share personal information that those of us raised in U.S. culture are selective about sharing ourselves. Examples include phone numbers and addresses, Social Security numbers, and past histories.

No one should be forced in class to share something they are uncomfortable sharing. Students do need to know, however, what they are likely to be asked during the INS interview. Because of this, it can be helpful to have a discussion about cultural ideas about what is private and personal information and why. For example, to begin the discussion, you might ask students what topics are only discussed among friends and never shared in public. You might ask students to give examples of when they are asked for personal information and discuss how that fits into U.S. culture. Providing the INS interviewer with one's Social Security number is required, but would any of us give it over the phone to a stranger?

Discussions such as these usually prompt more questions and more discussions and serve to make the ESL/citizenship class a safe place for students to bring questions. It also allows the group flexibility. If someone doesn't want to share some bit of personal information, they can make it up or state, "I'd rather not share that." While it is important to emphasize these choices for situations in and out of class, it is also critical for students to know they must provide accurate information to the INS.

If at anytime students have questions or situations that could affect their legal status, encourage them to seek legal counsel. Deportation is too great a risk not to do so. See the legal resources listed earlier.

BIBLIOGRAPHY

Books

Citizenship Now: A Guide for Naturalization
This program reviews the basics of U.S. history and government, tackles the language-related problems of the dictated sentence and the INS interview, and provides detailed information on the actual citizenship process.
Contemporary Books **1-800-621-1918**

English Through Citizenship
This three-level (literacy through intermediate) program covers simplified civics material. Includes student book, tests, and teacher's guides.
Delta Systems **1-800-323-8270**

Good Citizenship
This eight volume series is an excellent resource for teachers. Great pictures and biographical profiles provide interesting additional information. Can be ordered individually or as a set.
Steck-Vaughn **1-800-531-5015**

Look at the U.S.
This three-level program helps students develop proficiency in speaking, reading, and writing English while absorbing important U.S. civics and history facts. Student books and teacher's guides are available.
Contemporary Books **1-800-621-1918**

Preparation for Citizenship
This lower level text is great for beginners - the basics needed for the history and civics portions of the preparation for citizenship.
Steck-Vaughn **1-800-531-5015**

Voices of Freedom: English and Civics for the US Citizenship Exam (2nd Edition)
This popular content-based citizenship text offers comprehensive preparation for the INS interview and the English / civics exam.
Prentice Hall Regents **1-800-947-7700**

Videos

Citizenship Test
This free video covers the 100 questions with computer graphics, pictures, and drawings to aid in comprehension.
Coors **1-800-642-6116**

INS Citizenship Interview: Will They Pass?
This video covers INS interviews with dramatized accounts of students "passing" or "failing" the test.
Miller Educational Materials **1-800-636-4375**